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ABSTRACT

This report describes the status of competency testing in vocational and technical education in the United States in 1988-89. Data were derived from a mailed questionnaire sent to State Liaison Representatives of the National Network for Curriculum Coordination in Vocational-Technical Education. Of a total of 69 surveys, 39 responses were returned by mail; for the others, data were gathered by telephone. Some of the findings of the study were the following: (1) 13 of the states or territories are conducting competency testing of students in vocational and technical education--most in the Southeast and Midwest; (2) 9 states or territories said they are in the process of developing such testing; (3) 12 states or territories are considering development and implementation of vocational student competency testing; and (4) 22 states or territories do not anticipate becoming involved in statewide vocational competency testing. A state-by-state summary of the status of vocational competency testing and a list of contact persons in each state make up the majority of this report. The survey form is appended. (KC)

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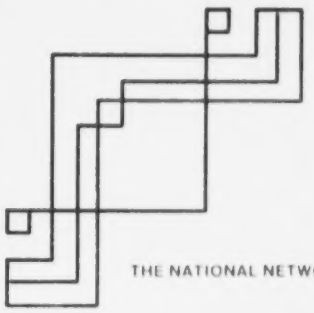

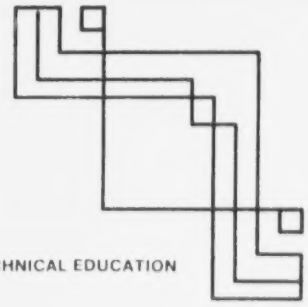

THE NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION

NNCCVTE

1988-89 State of the Art Report on Statewide Student Competency Testing in Vocational and Technical Education

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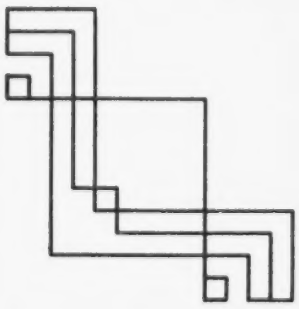

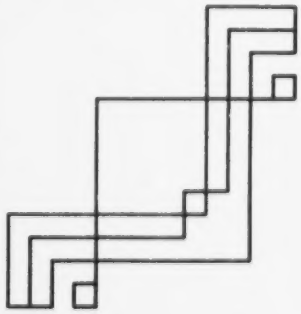

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1988 State of the Art Report on Statewide Student Competency Testing in Vocational and Technical Education

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in support of the
National Network for
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SUMMARY

This "1988 State of the Art Report on Student Competency Testing in Vocational and Technical Education" is prepared in support of the activities of the National Network for Curriculum Coordination in Vocational-Technical Education (NNCCVTE) and the Southeast Curriculum Coordination Center. The basis for this study was "Item Bank Development and Use in Vocational Education," a paper prepared by Tim L. Wentling and Wynette Barnard of the University of Illinois for the East Central Network for Curriculum Coordination and the Illinois State Board of Education in February, 1987.

Findings reported in this study are summarized here:

- Thirteen of the states or territories are actually conducting competency testing of students in vocational and technical education at this time. The majority of these are in the Southeastern and Midwest Regions.

- Nine states or territories indicated that they are in the process of developing competency tests for vocational students. That development ranges from very early planning stages to preparation for implementing a system in the coming year.

- Twelve states or territories are considering development and implementation of vocational student competency testing.

- Twenty-two states or territories do not anticipate becoming involved in state-wide vocational competency testing.

Most states participate in general education competency testing. Figures from such tests are used to compare student achievement with national norms. Vocational competency testing is usually handled by the vocational division of the state's department of education and not by the same office that handles testing for general education. There are some exceptions to this, however. Of the states currently testing student competencies in vocational and technical education, most are not under legislative mandate nor required by state board policy or state department of education directive to do so.

Section II of this report is a Directory of Contact Persons for Information Concerning Competency Testing in Vocational and Technical Education. Some states indicated that they utilized separate bureaus for evaluation or testing; in those cases, an individual in that section is designated as the contact person. Other states designated an individual within the vocational and technical education division who is responsible for testing. In states that did not respond, the State Liaison Representative of the NNCCVTE is designated as the contact person.

METHODOLOGY

The population of the study consisted of State Liaison Representatives (SLRs) of the NNCCVTE and individuals who had previously been identified as competency testing contact people in various states through prior research. Responses were received by mail or solicited by telephone if not received after a cut-off date. An additional mail-out was used to verify responses before printing this document.

The basis for the study was a paper entitled "Item Bank Development and Use in Vocational Education" prepared by Tim L. Wentling and Wynette Barnard of the University of Illinois for the East Central Network for Curriculum Coordination and the Illinois State Board of Education in February, 1987.

A 17-item questionnaire was sent to each of the State Liaison Representatives of the National Network for Curriculum Coordination in Vocational-Technical Education (NNCCVTE). The same questionnaire was sent to individuals identified as contact persons for testing information in the Wentling and Barnard paper. The total number of questionnaires mailed was 69. Thirty-nine responses were received by mail; the remaining responses were solicited by telephone. The instrument is included in the appendix.

Verification of information included in the study was obtained by sending a draft of the data to be included in the report to the individual listed as the contact person for that state. This confirmed that individual as the contact person and also verified the accuracy of the information included. A stamped postcard was included that could be returned if no changes were necessary. If changes were necessary, the contact person made them either by mail or telephone. Results were tabulated and reported at the Research and Curriculum Unit at Mississippi State University.

This report is designed to serve as a basis for future research. Expansion of this research to include a comprehensive listing of tests by subject areas and availability would be desirable in making such a report a valuable networking tool.

RESULTS

Results are reported here by Curriculum Coordination Center Region:

Southeastern Region

Most of the states currently utilizing a testing system are located in the Southeastern Region. Four of those states (Florida, Kentucky, North Carolina and South Carolina) have systems that are operational and have been for some time. Alabama and Georgia will implement systems in the 1989-90 school year. Two other states, Mississippi and Tennessee, are contemplating development of a state-wide competency testing system for vocational education.

Northeastern Region

States in the Northeastern Region appear to be less interested in state-wide testing for vocational competency assessment, although some interest in competency testing in general education is evident. Two states, New York and Rhode Island, are utilizing a state-wide testing system in vocational education. Two other states/territories, Maine and Puerto Rico, are developing assessment systems for vocational competencies. Vermont and the Virgin Islands are considering development of assessment systems. New Jersey currently tests in the areas of reading, writing and mathematics in general education only and may move to testing in vocational subjects as well. Connecticut, Massachusetts, and New Hampshire indicate no plans for vocational competency testing.

East Central Region

A similar pattern is evident in the East Central Region, where Pennsylvania and Ohio are the only two states currently conducting vocational competency testing, and both of these are voluntary efforts. Delaware, Indiana, Maryland, Minnesota and Wisconsin are not involved and anticipate no involvement. A system is in the developmental stages in Illinois, Michigan and West Virginia, and one is being considered in the District of Columbia and Virginia.

Midwest Region

In the Midwest Region, Arkansas, Iowa, and Oklahoma are utilizing a state-wide competency testing system. Missouri is developing a system, and Kansas is considering it. Louisiana, Nebraska and Texas have no plans at this time to begin development of such a system. New Mexico tests in general education but not in vocational education.

Northwest Region

Little involvement in state-wide vocational competency testing is evidenced in reports received from the Northwest Region. Utah is the only state doing any state-wide vocational competency testing, and that is only in the area of business education. Wyoming has mandated accreditation standards in general education only. Development of a state-wide student competency testing system in vocational and technical education is being considered in Colorado, Idaho, North Dakota, and Washington. No plans are being made at this time in Alaska, Montana, Oregon, South Dakota or Wyoming for state-wide competency testing of vocational students.

Western Region

A similar pattern is evident in the Western Region. California is involved in state-wide testing in some vocational program areas, and the Trust Territory is developing a testing system. Arizona, Guam, Hawaii, Nevada and the Northern Marianas have no plans at this time for development of state-wide competency testing systems.

STATE-WIDE STUDENT COMPETENCY TESTING IN VOCATIONAL AND TECHNICAL EDUCATION

INVOLVEMENT BY STATE/REGION

Currently Testing	Developing A Testing System	Considering Development	No Current Involvement
Southeast Region			
Florida	Alabama	Mississippi	
Kentucky	Georgia	Tennessee	
North Carolina			
South Carolina			
Northeast Region			
New York	Maine	Vermont	Connecticut
Rhode Island	Puerto Rico	Virgin Islands	Massachusetts
		New Jersey	New Hampshire
East Central Region			
Ohio	Illinois	District of Columbia	Delaware
Pennsylvania	Michigan	Virginia	Indiana
	West Virginia		Maryland
			Minnesota
			Wisconsin
Midwest Region			
Arkansas	Missouri	Kansas	Louisiana
Iowa			Nebraska
Oklahoma			New Mexico
			Texas
Northwest Region			
Utah		Colorado	Alaska
		Idaho	Montana
		North Dakota	Oregon
		Washington	South Dakota
			Wyoming
Western Region			
California	Trust Territory		Arizona
			Guam
			Hawaii
			Nevada
			Northern Marianas

Student Vocational Competency Testing: State of the Art
1988-89 School Year

Section I
Individual State Summaries

The following summaries of activities concerning vocational competency testing of students provide an overview of how each state is addressing the issue. Materials or information that is available for sharing is listed as provided by each state.

Southeast Region

ALABAMA

Alabama is in the process of developing a competency testing program for state-wide use in vocational education; this is being done in accordance with State Board policy. Testing is to be implemented during the 1989-90 school year at the secondary level.

Information in the item bank includes test items relating to cognitive skills and affective skills; items will be referenced or classified by objective or task. Multiple choice and performance items will be included. Items are being reviewed for content, grade/age level, and biases and will undergo formal pilot testing as well.

The item bank will be controlled by the state office and be accessed by IBM/IBM compatible personal computer. At the present time, items are not being distributed to other states but some are available from V-TECS. Alabama will share information on the development process and computerization of the system. Pilot sites for model development are Jefferson County Schools, Phenix City Schools Mobile Public Schools, and Muscle Shoals City Schools.

FLORIDA

The Florida State Legislature requires measures of effectiveness, and it is expected that competency testing will be required by law next year. Florida's student competency testing program is testing Basic Auto Mechanics, Family Living and Parenting, Food Production Services, General Drafting, Health Services Occupations, and Nursing Assisting during the 1988-1989 school year.

FLORIDA, continued

Test items have been developed and instruments will be field tested in 1988-89 for the following: Fashion Merchandising, Basic Auto Body Repair and Refinishing, Child Guidance and Care Services, Law Enforcement, Agricultural Production, Marketing and Distribution, Home and Family Management, Nursery Operations, Residential Carpentry, and Junior Secretary. In 1988-89 test items are scheduled for development in Office Records Clerk, Business Computer, Cashier/Checker, Basic Business Management, and Word Processing Machines. Testing is being conducted at the secondary level this year and is being done voluntarily at the post-secondary level.

Included in the test item bank are test items related to cognitive skills, performance skills, and general objectives. Items are referenced by program, occupational area, and/or objective/task. All items will be multiple choice. Items are developed by teachers, state personnel, outside organizations, or acquired from other sources and the V-TECS model is followed. Items are reviewed for content and bias, undergo formal pilot testing, and are reviewed by teachers and test experts.

The item bank is controlled at the state office. It is accessible by IBM/IBM compatible personal computer and will be utilized for state-wide competency testing, instructor-administered testing, and teacher competency testing. Items are being sent to NNCCVTE Centers, and Florida is willing to share information on computerization of the item bank system as well. V-TECS is utilized in the development of tests.

GEORGIA

Georgia has a voluntary competency testing program under development for use in vocational education. It will be in place at the secondary level during the 1989-90 school year.

Information included in the test item bank will be test items relating to cognitive, affective and performance skills, as well as general objectives, validity information, and reliability estimates. Test items will be referenced or classified by program, course, and objective/task. Items will be multiple choice, performance, and matching. Items are being developed through contracts. They will be reviewed for appropriate content, grade/age level, and bias; they will undergo informal pilot testing. The item bank will be controlled by the state office and accessible by Apple personal computer and IBM/IBM compatible personal computer. The system is designed for instructor-administered testing.

GEORGIA, continued

Georgia is willing to share information on the development process, the items themselves, or information on computerization of the item bank system. The following item banks are currently available:

Construction: Carpentry,Masonry;
Transportation: Automotive Mechanics, Small Engine Repair;
Metals - Welding: Sheet Metal, Machine Shop;
Business Education: Filing, Word Processing.

KENTUCKY

Kentucky's vocational competency testing system is known as KVAT, the Kentucky Vocational Achievement Test, and it is in place and operational. It is required by legislative mandate at the post-secondary level.

Information in the test item bank includes test items related to cognitive skills, and items are referenced by program, occupational area, course, objective/task, and grade level. Items are multiple choice. They were developed by teachers and state personnel, and acquired from other sources. They are reviewed for content and bias and undergo informal pilot testing. The item bank is controlled by the state office; test items are accessed by IBM/IBM compatible personal computer, and a 5520 Word Processing System will be accessed through McGraw Hill Computer Software TESTMATE on an IBM PC AT when the computerized item bank is completed. The system is utilized for state-wide competency testing and program and instructional evaluation/improvement.

Kentucky is willing to share test items free or for cost of reproduction and also is willing to share information on the development process. V-TECS test items and those of other states are presently being reviewed for possible use. Occupational task lists are being revised for each program. Existing test items are being reviewed to determine their use with the new task lists and they will be loaded into the item bank that is under development.

Following is a list of KVATS which are available. Tests are grouped alphabetically by program area:

AGRIBUSINESS OCCUPATIONS

Groundskeeper

KENTUCKY, continued

BUSINESS & OFFICE OCCUPATIONS

Administrative Clerk
Bookkeeper
Computer Operator
Computer Programmer
Legal Secretary
Management Trainee
Medical Secretary
Secretary
Shorthand Reporter
Word Processing Operator
Word Processing Specialist

HEALTH AND PERSONAL SERVICE OCCUPATIONS

Barber
Biomedical Equipment Technician
Cosmetologist
Dental Assistant
Licensed Practical Nurse (purchased)
Medical Assistant
Medical Laboratory Technician
Radiologic Technologist
Respiratory Therapy Technician
Surgical Technologist

HOME ECONOMICS OCCUPATIONS

Head Baker or Baker Chef
Head School Cook
Kitchen Supervisor
Preschool Director
Preschool Teacher
Restaurant Cook

INDUSTRIAL EDUCATION OCCUPATIONS

Air Conditioning Mechanic
Architectural Drafter
Automobile Body Repairer
Building Maintenance Repairer
Automobile Mechanic

KENTUCKY, continued

INDUSTRIAL EDUCATION OCCUPATIONS, continued

Building Maintenance Repairer
Carpenter
Civil Drafter
Combination Welder
Construction Bricklayer
Construction Equipment Mechanic
Custom Tailor
Diesel Mechanic
Electrical Appliance Servicer
Electronics Technician
Farm Diesel Mechanic
Graphic Designer
Industrial Electrician
Laboratory Tester
Machinist
Maintenance Mechanic (Industrial)
Maintenance Mechanic (Mining)
Mechanical Drafter
Mine Surveyor
Mining and Quarrying Operating Engineer
Motorboat Mechanic
Plumber
Printer
Refrigeration Mechanic
Sheet Metal Worker
Small Engine Mechanic
Surveyor Assistant
Television and Radio Repairer
Tool and Die

MISSISSIPPI

Mississippi is not developing nor administering vocational competency tests for students at this time; competency testing in the state is being conducted in general education, however. The state has implemented standardized curricula and identified core or essential competencies that students must achieve. In accordance with state legislation, testing on those competencies is done at the local level. It is anticipated that a state test item bank may be under development within the next few years. Competency testing of vocational-technical instructors is done through use of the NOCTI.

NORTH CAROLINA

North Carolina state legislation mandates competency-based, integrated education across all disciplines for students K-12 and currently has scheduled the development and administration of "end of course" tests in selected non-vocational areas. In addition, North Carolina continues its implementation of a competency-based vocational education program which requires pre, interim and post-competency testing of individual students as the basis for instructional planning and tracking of student progress and achievement. Curriculum packages which include competency listings, curriculum guides, and competency/test item banks are developed and updated and provided to teachers and administrators for vocational courses.

North Carolina's vocational competency testing efforts are part of a system known as VoCATS, Vocational Competency Achievement Tracking Systems. Pilot testing of a computerized management system for VoCATS is underway. Test items are criterion-referenced and include multiple choice, matching, short answer, essay, completion, and performance items. Where appropriate, graphics are included as integral parts of the items. Ultimately, a minimum of ten test items per objective will be included in each bank.

Test items are developed by teams of teachers, content specialists, state personnel, teacher educators and selected business/industry personnel or acquired from other sources, including V-TECS. Items are reviewed for content validity and accuracy, edited for structural consistency, and subjected to formal pilot testing for examination of bias and construction of reliability indices. The set of item banks is controlled from a central location, with all banks made available to respective teachers in hard copy. The item banks are currently accessed by IBM/IBM compatible personal computers through the DATABANK software and when completed will be accessible through DATABANK, CTB/McGraw Hill's TestBuilder, and the NCS software EHAM SYSTEM.

The first series of the North Carolina competency/test item banks were released in printed form and are available through VECM. All of these banks are now being updated, validated, and computerized in line with the updating of curriculum for each program. Computerized test item banks have been developed and are now being pilot tested for the following vocational programs in North Carolina:

AGRICULTURAL EDUCATION

Introduction to Ag/Natural Resources
Ornamental Horticulture

NORTH CAROLINA, continued

BUSINESS & OFFICE EDUCATION

Accounting
Business Communications
Business Law
Introduction to Data Processing
Office Occupations
Shorthand
Typewriting/Word Processing

CONSUMER/HOMEMAKING

Advanced Home Economics
Child Development/Parenting
Clothing/Textiles
Consumer Education/Management
Family Life Education
Foods and Nutrition
Interpersonal Relationships
Introductory Home Economics
Housing and Home Furnishings

OCCUPATIONAL HOME ECONOMICS

Child Care Services
Commercial Foods
Cooperative Home Economics
Custom Interiors

HEALTH OCCUPATIONS EDUCATION

HOE I and II

INDUSTRIAL ARTS/TECHNOLOGY EDUCATION

Industrial Technology

MARKETING EDUCATION

Fashion Merchandising
Marketing I

NORTH CAROLINA, continued

PREVOCATIONAL EDUCATION

Career Exploration
Employability Skills (JTPA)

TRADE & INDUSTRIAL EDUCATION

Introduction to Trade/Industrial Education
Auto Technology
Carpentry
Cosmetology
Electronics
Graphics/Industrial Communications
Machine Shop
Masonry
Technical Drafting
Textiles

New or updated item banks are being prepared and validated in the following areas and are projected for computerized availability by the Fall of 1989:

Computer Applications
Computerized Accounting
Custom Fashions and Interiors
Drafting
Electronics
Health Occupations Education I & II
Introduction to Agribusiness/Natural Resources
Manufacturing Cluster Courses in Technology Education
Secretarial/Word Processing Occupations
Small Business Entrepreneurship
Teen Living
Transportation Cluster Courses in Technology Education

North Carolina is willing to share the test items in computerized form with vocational personnel in other states. Items are currently available in hard copy and will eventually be available in disk format.

SOUTH CAROLINA

South Carolina utilizes state-wide student competency testing in vocational education on a voluntary basis at the secondary level. The system is designed to implement and strengthen competency-based vocational education. Currently being developed are test item banks in specific occupational courses/programs. This is the third year of administering tests.

The item bank includes information on test items related to cognitive skills, performance skills, general objectives, validity information, and reliability estimates. Items are referenced or classified by competency lists as well as program, occupational area, course, and difficulty. Currently, items are multiple choice and short answer, but performance items may be included in the future. Items are developed by teachers and state personnel along with business/industry and professional organization/association representatives.

Items are reviewed for content, grade/age reading level, and sex/race bias. In addition, items undergo formal pilot testing and technical review by a testing expert as well as advisory committee representatives and other business/industry representatives.

The item bank system is controlled by the test coordinator in the state office and items are accessed by mainframe computer or IBM/IBM compatible personal computer. South Carolina is willing to share information on the development process and computerization of the system, but at the present time, items and handbooks are not distributed to other states.

TENNESSEE

Tennessee is not administering vocational competency tests to students at this time; such testing is being considered but work has not begun on development.

Northeast Region

CONNECTICUT

Connecticut is not involved in the development or administration of competency tests for students at this time. No activities are planned in this area.

MAINE

Maine is developing a competency testing program for use in vocational education at this time. A State Department of Education directive for testing is anticipated within the next year.

Tests under development will be administered at the secondary level. Information in the test item bank relates to general objectives, and items are classified by occupational area. Items will be developed by teachers and state personnel, and the system will be controlled by individual schools. At this time, items are not available for sharing.

MASSACHUSETTS

Massachusetts is not developing nor administering competency tests for students but does promote the use of national standards for student competency assessment. In addition, the State Department of Education funds the design and administration of a competency testing program for applicants for approval to teach secondary school vocational and technical students.

NEW HAMPSHIRE

New Hampshire is not developing nor administering state-wide competency tests for students in vocational education at this time. All competency testing is done at the local level and it is anticipated that this practice will continue.

NEW JERSEY

New Jersey's involvement in competency testing is in the areas of reading, writing and mathematics only; development or administration of competency tests in vocational education is not underway at this time. The state is moving to the development of state-wide proficiencies for all courses required for high school graduation; this, in turn, could later lead to state-wide testing.

NEW YORK

State Board policy in New York requires competency testing in vocational education. The system is currently in use at the secondary level, and information in the test item bank includes items related to cognitive, affective, and performance skills. Items are classified by course and are all multiple choice. They are developed by teachers and reviewed for content, grade/age level, and bias, and undergo formal pilot testing. The item bank system is controlled by the state office and each subject area bureau uses its method of personal preference for accession.

New York is willing to share information on the development process and the computerization of the item bank system. At the present time, items are not distributed to other states. The following materials are available for sharing:

A Testing Perspective on Introduction to Occupations
A Testing Perspective on Home Economics
A Testing Perspective on Technology Education
Performance Testing Guide for Occupational Teachers.

The following tests or individual items are copyrighted and cannot be reproduced: 1988 Experimental Examinations in:

1. Introduction to Occupations,
2. Home Economics Core, and
3. Technology Education Core.

PUERTO RICO

Puerto Rico is developing a competency testing program for use in vocational education. Implementation is planned for the 1989-90 school year at both secondary and post-secondary levels.

Information included in the test item bank will be test items related to cognitive skills and performance skills. Items will be referenced or classified by difficulty levels. Items will be multiple choice and performance. They will be developed by teachers or outside organizations and will be reviewed through formal pilot testing. The item bank system will be controlled by the state office and accessed by IBM/IBM compatible personal computer. The system will be utilized for instructor-administered testing. At the present time, items are not distributed to other states.

RHODE ISLAND

Rhode Island utilizes a voluntary competency testing program in vocational education at the secondary level. Information included in the test item bank relates to cognitive skills, performance skills, and general objectives. Test items are referenced or classified by program, and short answer, multiple choice, and performance items are included.

Items are developed by teachers and state personnel and reviewed for content and grade/age level. The system is controlled by the state office and accessed manually. It is utilized for instructor-administered testing. At the present time, items are not distributed to other states.

VERMONT

Vermont is considering a competency testing program for vocational students but work has not begun on it at this time.

VIRGIN ISLANDS

In the Virgin Islands a competency testing program is being considered but work has not yet begun on it.

East Central

DELAWARE

Delaware is not currently involved in developing or administering competency tests for students. Testing is done at the local level.

Local education agencies administered the SOCAT in area centers one year, and one district is expected to use SOCAT in 1988-89. Beyond that involvement, Delaware is not developing competency testing nor writing test items.

DISTRICT OF COLUMBIA

The District of Columbia Public Schools are not involved in developing or administering competency tests for vocational students. It is being considered; however, plans for competency testing are in the developmental stage. Once the program is initiated, the District of Columbia would be willing to share information and materials.

ILLINOIS

The Illinois State Department of Education is currently developing a system which will incorporate the testing of competencies in general education and employability skills for vocational education students as a part of the state's evaluation process. It is anticipated that testing will be implemented in the 1990-91 school year at both secondary and post-secondary levels.

Information in Illinois' test item bank will include test items related to cognitive, affective and performance skills along with reliability estimates. Items will be referenced by objective or task, and all will be multiple choice. Items are being developed by teachers, state personnel, outside organizations, and acquired from other sources. Items will be reviewed for content, grade/age level, and bias and will undergo formal pilot testing.

The item bank system will be controlled by the state office and the University of Illinois. It will be accessed by IBM/IBM compatible personal computer. The system will be utilized for statewide competency testing and instructor-administered testing. Until the system is finalized, materials will not be released.

INDIANA

Indiana is not currently developing nor administering competency for vocational students on a state-wide basis; some testing is being done by the local districts.

MARYLAND

Maryland is not involved in developing or administering competency tests for vocational students and is not considering implementation of testing.

MICHIGAN

Michigan State Board policy currently calls for competency testing, and vocational education is developing an item bank utilizing V-TECS items. State-wide standardized student tests for core curriculum in all secondary vocational programs will be developed over the next three years.

Tests will be administered at the secondary level and information in the item bank will include test items related to cognitive, affective, and performance skills. Items will be referenced by program, occupational area, course, objective or task, and difficulty level. Multiple choice and performance items will be included. Items will be reviewed for appropriate content.

The item bank system will be controlled by the state office and accessed by microcomputer. It will be utilized for instructor-administered testing.

MINNESOTA

Minnesota is not conducting state-wide competency testing at this time. Some local schools are in the planning stages of developing a student competency testing system, but there are no plans for such at the state level at this time.

OHIO

Ohio's competency test for vocational students is known as the Ohio Vocational Achievement Test. It is a paper and pencil, multiple choice test, and participation in the testing program is voluntary.

OHIO, continued

Ohio schools testing during the traditional March testing period are charged $1.50 per student test ordered, and non-Ohio schools will be charged at a rate of $2.50 per student. Tests ordered outside the March testing period will be charged at a rate of $3.50 per student test ordered. Costs as quoted include the shipping and use of the testing materials, computer scoring, recording, and returning data.

PENNSYLVANIA

Pennsylvania's involvement in competency testing in vocational education is through use of the SOCAT. It is a voluntary program that makes the tests available to local administrators to test students.

VIRGINIA

Virginia is not currently developing nor administering student competency tests in vocational education, but a competency testing program is being considered for implementation next year.

WEST VIRGINIA

West Virginia is currently developing a voluntary competency testing program for use at the secondary school level. Items relate to general objectives and are referenced in the system by program area. Items are being developed by teachers or acquired from other sources, including V-TECS. Item are being reviewed for appropriate content.

The item bank system will be controlled by the state office and be accessed by IBM/IBM compatible personal computers. The system will be utilized for instructor-administered testing. West Virginia is willing to share information or materials.

WISCONSIN

Wisconsin is not currently developing nor administering student competency tests in vocational education at the state level. All testing is done at the district level.

Midwest

ARKANSAS

Arkansas utilizes a competency testing program in vocational education at the present time; it is voluntary and not mandated by legislation or policy. Testing is done at both secondary and post-secondary levels.

Information in the test item bank includes test items related to cognitive, affective, and performance skills, general objectives, validity information, and reliability estimates. Test items are referenced by course and objective or task. Items are multiple choice and were acquired from V-TECS, reviewed for content, grade/age level, and bias, and underwent formal pilot testing.

The test item bank system is controlled by the project director and accessed by IBM/IBM compatible personal computer for utilization in state-wide competency testing. Arkansas is willing to share information on the development process and computerization of the item bank system. Items are available from V-TECS.

IOWA

Iowa addresses competency testing in three different ways:

NOCTI: Used in teacher education for competency testing of vocational education teachers, primarily at the post secondary level. Also used through contract with industry for promotion or initial employment of individuals.

SOCAT: Used in competency testing of students, primarily at the post-secondary level.

Career Interest Inventory: Used in general education as an assessment of achievement and comparison with national norms. Administered in both elementary and secondary schools.

Iowa has brochures explaining the testing program and will be glad to share information with other interested states.

KANSAS

Kansas is not involved in the development nor administration of competency tests for students at this time. A competency testing program is being considered, but work has not begun on it.

LOUISIANA

Louisiana is not involved in the development nor administration of competency tests for students at this time.

MISSOURI

Missouri is currently voluntarily developing a competency testing program for use in vocational education. It is planned for use at the secondary level. The item bank system information will include test items related to cognitive, affective, and performance skills. Items will be referenced by program. Multiple choice and performance items will be included, and test items will be developed at the Instructional Materials Lab. Items will be reviewed for content, grade/age level, and bias and will undergo informal pilot testing.

Individual schools will control the system and it will be utilized for instructor-administered testing. Accession of items is still in the developmental process. Missouri is willing to share information on the development process. V-TECS items are included in the item banks.

NEBRASKA

Nebraska is not developing nor administering competency tests for students at this time. All testing is controlled by the individual local education agencies.

NEW MEXICO

New Mexico is currently administering competency tests in general education. This is done in accordance with legislative mandate. Currently, New Mexico is not testing in vocational student competencies at the state level.

OKLAHOMA

Oklahoma is currently utilizing competency testing in vocational education. This is being done voluntarily, without board or legislative directive. Competency tests are administered at both secondary and post-secondary levels. Included in the test item bank are items related to cognitive skills, affective skills, and performance skills, as well as basic skills and the year developed. Test items are referenced by occupation and duty/task. Multiple choice, performance items, and scenarios are included.

OKLAHOMA, continued

Test items are developed by teachers, acquired from V-TECS, developed by industry representatives, or acquired from other states. Items are reviewed for content, grade/age level, bias, and technical aspects of test items. In addition, items are pilot tested formally.

The item bank system is controlled by the state office and items are accessed by mainframe computer. The system is utilized for instructor-administered testing. Occupational tests are generated for vocational instructors within the state at no cost to the school. Oklahoma is currently conducting articulation projects whereby students who have attended area vocational-technical schools and received training in some programs can receive credit for their work at Oklahoma State Technical Branch at Okmulgee. The competency tests are currently being used in the articulation process.

TEXAS

Texas is not developing nor administering competency tests for students at this time, and no plans are underway to begin.

Northwest

ALASKA

Alaska is not developing nor administering state-wide competency tests for vocational students at this time, and no plans are underway to begin.

COLORADO

Colorado is not developing nor administering state-wide vocational competency tests for students at this time. However, there are plans to begin soon; Colorado would be interested in sharing information with other states.

IDAHO

Idaho is considering a state-wide vocational competency testing program, but work has not begun on it yet. Currently, Idaho is not developing nor administering competency tests for students. Articulation agreements in Auto Mechanics and Machining Technology are the only related projects underway at this time.

MONTANA

Montana is not involved in developing nor administering state-wide vocational competency tests for students at this time.

NORTH DAKOTA

North Dakota is considering a competency testing program, but work has not begun on it yet. Currently, the state is not developing nor administering competency tests for students.

OREGON

Oregon's competency tests are administered locally at secondary and post-secondary levels. Test items at the local level are primarily drawn from V-TECS and undergo informal pilot testing. Items are accessed manually at the individual schools. Technical competency evaluations are being used by local districts for instructor appraisal and professional testing is conducted to determine technical skills. NOCTI is under consideration for use in certification.

SOUTH DAKOTA

South Dakota is not involved in developing nor administering state-wide competency tests for students in vocational education. They do participate in development of competency test items through V-TECS.

UTAH

Utah utilizes a competency testing program in vocational education. It is recommended but not mandated by the State Board of Education. Presently, Utah is piloting business performance testing at the secondary and post-secondary levels. Information in the item bank includes test items related to cognitive skills, affective skills, performance skills, general objectives, and validity information. Items are referenced or classified by program, occupational area, objective or task. Items were developed by teachers based on tasks identified by employers. Items were reviewed for content and bias and underwent formal pilot testing.

The item bank system is controlled by the state office, and tests are administered through that office. Tests are administered in all Utah schools by testing evaluators, not teachers. At the present time, items are not distributed to other states; however, sample materials are available for sharing. Sample tests include data processing, accounting, and word processing, and competency lists for each of the three areas mentioned. In addition, a brochure has been produced explaining Utah's approach to competency testing.

WASHINGTON

Washington does not mandate competency testing of any kind to students. Some vocational technical institutes do some testing to help assist students in their learning process; however, there is no formalized competency vocational-technical testing of students in the system. The state is interested in competency testing and anticipates some movement in that direction in the future; but at the present time, there is no statewide move being made to a vocational competency testing program.

WYOMING

Wyoming mandates accreditation standards in five areas: reading, language arts, math, democratic governance, and free enterprise. The local district determines the standards and how achievement of them will be tested.

Western

AMERICAN SAMOA

No response was received from American Samoa.

ARIZONA

Arizona is developing materials utilizing V-TECS for competency testing at the local level. At this time, no state-wide competency testing is being planned.

CALIFORNIA

California utilizes a competency-based testing program in business education. It is a voluntary effort, not mandated by the legislature or the State Board of Education; however, it is recommended by the State Department of Education. Test items are developed by business educators, reviewed for content accuracy, format, bias, etc. All tests are subjected to field testing in classroom situations and are validated by business and industry representatives for appropriateness and accuracy.

A revision of the Employment Readiness Tests for Office Education is currently taking place. This is necessary in order for the test items to correlate directly to the competencies outlined in the new Model Curriculum Standards and Program Framework for Office Education. This revision should be completed by June, 1989. New Employment Readiness Tests for Marketing Education have been completed and are now being implemented in California schools.

The tests are distributed to all secondary schools and Regional Occupational Programs and Centers. Inservice training and technical assistance are provided to schools and programs through the Regional Office and Centers for Business Education. The tests are administered by individual teachers, and the resulting test data are utilized for assessing both student achievement and program effectiveness. Successful program completers are awarded State Level Certificates in the specific occupational areas for which they were tested.

Competency testing is being utilized in certain subject areas in trade and industrial education. Tests are administered at both secondary and post-secondary levels. Information in the test item bank includes test items related to cognitive and performance skills. Items are referenced or classified by program and occupational area. Multiple choice and performance items are included. Items are based on national criteria and the system is controlled in the state office. Items are accessed by IBM/IBM compatible personal

CALIFORNIA, continued

computer for instructor-administered testing. The SOCAT is utilized in competency testing in trade and industrial education, also.

Competency testing is under development for use in agricultural programs for the 1989-90 school year at the secondary level. Information included in the test item bank includes test items related to cognitive, affective and performance skills as well as general objectives. Test items are referenced by program, and items are short answer or multiple choice. They are developed by teachers and state personnel and acquired from other sources. Items are reviewed for content and bias and undergo informal pilot testing. The item bank is controlled by the state office through a university contracted to the state. Test items are accessed manually and the system is utilized for state-wide competency testing and instructor-administered testing. At the present time, items are not distributed to other states, but information on the development process can be shared.

Competency testing will be developed in the home economics area during 1989. It will be implemented during the 1990-91 school year at the secondary level.

GUAM

Currently there is no state-wide vocational student competency testing being conducted in Guam.

HAWAII

Hawaii is not involved in state-wide competency testing of vocational students. Individual teachers may be involved in competency testing, however.

NEVADA

Nevada is currently involved in state-wide competency testing in academic subject areas only. At present, there are no plans for state-wide competency testing in vocational and technical education.

NORTHERN MARIANAS

Presently there is no state-wide vocational competency testing being done in the Northern Mariana Islands.

TRUST TERRITORY

The Trust Territory is involved in developing state-wide competency tests for vocational education students at this time. Testing will begin in the 1990-91 school year at the post-secondary level. The test item bank will include test items related to cognitive, affective, and performance skills. Test items will be referenced by program, objective/task, and difficulty level. Items included in the state's tests will be short answer, multiple choice, and performance. Test items will be developed by teachers and reviewed for appropriate content. Items will be accessed by IBM/IBM compatible personal computer. The system will be utilized for instructor-administered testing.

Section II
Directory of Contact Persons for Information Concerning Competency Testing in Vocational and Technical Education

Alabama

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Department of Education
Research, Curriculum and Evaluation Unit
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Alaska

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American Samoa

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Arizona

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Arkansas

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California

Nona J. Verloo, Coordinator
Vocational & Occupational Information Center for Educators
California State Department of Education
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Sacramento, CA 94244-2720

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Each of the following individuals can be reached at the above address:

For Health Occupations Testing Information:

Beverly Campbell, Health Careers Lead Consultant
Telephone: (916) 445-3611

For Business Education Testing Information:

Gary Thompson, Program Manager, Business Education Unit
Telephone: (916) 445-5182

For Trade and Industrial Testing Information:

Chris Almeida, Administrator
Industrial and Technology Education
Telephone: (916) 445-6726

For Agricultural Education Testing Information:

Gary Vauella, Specialist
Curriculum Development
Department of Applied Behavioral Sciences
University of California-Davis
Davis, CA 95616

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Colorado

Donna Brookhart, Manager
Professional Development & Curriculum Services
Colorado Community College & Occupational Education System
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Connecticut

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Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06459

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Delaware

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Department of Public Instruction
J.G. Townsend Building
Dover, DE 19901

Telephone: (302) 736-4681

District of Columbia

Theodore C. Glenn, State Liaison Representative
Vocational and Adult Education
Browne Administrative Unit
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Washington, DC 20002

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Tallahassee, FL 32399

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Guam

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Guam Main Facility
Guam, Mariana Islands 96921

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Hawaii

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Occupational Education Branch
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Office of the Chancellor for Community Colleges
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Honolulu, HI 96822

Idaho

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Illinois

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Program Approval and Evaluation
Illinois State Board of Education
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Indiana

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Frankfort, KY 40601

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Louisiana

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Maine

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Maryland

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Maryland State Department of Education
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Massachusetts

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Michigan

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Nevada

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New Hampshire

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Division of Vocational Education
New Jersey Department of Education
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New Mexico

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New York

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North Carolina

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North Dakota

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State Board for Vocational Education
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Northern Marianas

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Northern Marianas, continued

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Virgin Islands

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Virginia

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Mrs. Flora Armstrong, Director
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Community Colleges Contact:

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West Virginia

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Wisconsin

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Wyoming

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Cheyenne, WY 82002-0050

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Appendix

COMPETENCY TESTING SURVEY

1. Is your state currently involved in developing or administering competency tests for students?

   _____yes
   _____no

   If yes, is that involvement:

   _____required by legislative mandate.
   _____required by state board policy.
   _____required by State Department of Education directive.
   _____voluntary.
   _____other (please specify:_____)

2. What is the name, address and telephone number of the contact person in your state for information about competency testing?

   Name:

   Address:

   Position Title:

   Telephone:

3. What is the status of competency testing in your state?

   _____A competency testing program is currently utilized in vocational education.
   _____A competency testing program is under development for use in vocational education.
   _____A competency testing program is being considered, but work has not begun on it.
   _____My state is not involved nor interested in competency testing at this time.
   _____other (please specify:_____)

4. If your state is in the process of <u>developing</u> competency based tests, approximately when will testing be implemented?

   _____1988-89 school year.
   _____1989-90 school year.
   _____1990-91 school year.
   _____other (please specify:_____)

5. At which level are competency tests administered?

_____secondary level.
_____post-secondary level.
_____both secondary and post-secondary levels.
_____other (please specify:_____)

6. What information is included in the test item bank?

_____Test items related to cognitive skills.
_____Test items related to affective skills.
_____Test items related to performance skills.
_____General objectives.
_____Validity information.
_____Reliability information.
_____other (please specify:_____)

7. How are test items referenced or classified?

_____ by program.
_____ by occupational area.
_____ by course.
_____ by objective or task.
_____ by grade level.
_____ by difficulty level.
_____ other (please specify:_____)

8. What types of items are included in your state's tests?

_____short answer (fill in the blank, listing, etc.)
_____multiple choice.
_____performance items.
_____other (please specify:_____)

9. How are test items developed or acquired?

_____developed by teachers.
_____developed by state personnel.
_____developed by an outside organization.
_____acquired from other sources.
_____other (please specify:_____)

10. How are items reviewed?

_____reviewed for appropriate content.
_____reviewed for appropriate grade or age level.
_____reviewed for sex bias.
_____reviewed for cultural or ethnic bias.
_____informal pilot testing.
_____formal pilot testing.
_____other (please specify:_____)

11. Who controls the item bank system?

_____state office.
_____other intermediary agency (please specify:_____)
_____individual schools.
_____other (please specify:_____)

12. How are test items accessed?

_____manually.
_____by Apple personal computer.
_____by IBM/IBM compatible personal computer.
_____by mainframe computer.
_____other (please specify:_____)

13. How is the test item bank system utilized?

_____for statewide competency testing.
_____for instructor-administered testing.
_____for teacher competency testing.
_____other (please specify:_____)

14. What is the availability of the test items?

_____We are willing to share items free or for cost of reproduction.
_____The items are for sale.
_____We are willing to share information on the development process.
_____We are willing to share information on computerization of the item bank system.
_____At the present time, items are not distributed to other states.
_____Items are available from the NNCCVTE regional centers.
_____Items are available from V-TECS.
_____other (please specify:_____)

15. Do you utilize or include any of the following test/test items in your state's item bank?

_____V-TECS.
_____SOCAT.
_____other (please specify:_____)

16. Please list the exact title of all test item banks and other competency testing materials which your state is willing to share with other states. You may include test development handbooks, administrative handbooks, computer software, etc., in this listing.

17. Please identify any major projects by local school districts or in-state consortia that relate to vocational and technical competency-based testing.

Please return this survey form to:

Rebecca Love-Wilkes
Research and Curriculum Unit
Drawer DX
Mississippi State, MS 39762